

**Kit Sam Lam Bing Yim Secondary School**  
**2019-2020 Secondary 3 English**  
**Unit 3 – Lights, camera, action!**  
**Unit Plan**

Reading Comprehension:   1. Film review (Text 2, P.70)  
                                       2. Extra reading passage (A film review)

No. of Lessons	Learning Points / Objectives	Activities (How?)	Resources/Materials to be used
1/3	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>◇ Help ss get to know the topic and connect topic to own experience</li> <li>◇ Recycle the knowledge of a learned text type –a review</li> </ul>	<p><u><b>Preparation work</b></u></p> <ul style="list-style-type: none"> <li>◇ Ask Ss to read the restaurant review at home and answer the questions</li> </ul> <p><u><b>Pre-reading</b></u></p> <ul style="list-style-type: none"> <li>◇ Ask Ss to refer to the restaurant review they have done for their preparation. Draw ss attention to the features and language (mainly adjectives) and the purpose of writing.</li> <li>◇ Guide students to come up with a definition of ‘reviews’ and ask them to name what kind of reviews people usually do</li> <li>◇ T announces that students will be reading and writing film reviews.</li> <li>◇ Check Ss’ previous knowledge on film words (types of films, cast &amp; crews, adjectives). Invite students to name 2 words that they think will surely appear in a film review.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Reading Comprehension WS</li> <li>◇ Vocabulary list</li> </ul> <ul style="list-style-type: none"> <li>◇ Reading comprehension WS</li> <li>◇ PPT</li> <li>◇ Vocabulary list</li> </ul>

No. of Lessons	Learning Points / Objectives	Activities (How?)	Resources/Materials to be used
2/3	<ul style="list-style-type: none"> <li>✧ Get Ss to learn words/ expressions related to films</li> <li>✧ Prepare ss for the later independent reading</li>   <li>✧ Facilitate Ss to discover what a film review is and introduce its the basic features (both structure and language) (discovery learning)</li> <li>✧ Get ss to identify the main ideas of each paragraph</li> </ul>	<p>Use visuals to around Ss' interest (PPT).</p> <ul style="list-style-type: none"> <li>✧ T goes through the slides showing film posters/pics. Invite students to tell the movie name and genre of each to their seatmate.</li> <li>✧ Remind students to add any words/phrases they find useful during the lesson onto the vocab list given.</li> </ul> <p><b><u>While-reading (Part 1)</u></b></p> <ul style="list-style-type: none"> <li>✧ Guide students to explore the features that they can find in common among the two given film reviews on their own first and later on check their answers with their groupmates</li> <li>✧ Guide them to locate more features when necessary.</li> </ul> <p>Post-reading</p> <ul style="list-style-type: none"> <li>✧ While student peer-check answers, encourage ss to justify their answers by pointing out the clues located.</li> <li>✧ Ask students what language features the writer used in writing a piece of fact or opinion. Ss generalize answers using all the information they obtained</li> </ul> <p>■ <i>(T demonstrates how ss could present their findings verbally before getting students to start talking among themselves)</i></p>	<ul style="list-style-type: none"> <li>✧ Reading comprehension WS</li> <li>✧ PPT</li> <li>✧ Vocabulary list</li>   <li>✧ Reading comprehension WS</li> </ul>
3/3	<ul style="list-style-type: none"> <li>✧ Get ss to re-read to <ul style="list-style-type: none"> <li>- locate specific information</li> <li>- distinguish between facts from</li> </ul> </li> </ul>	<p><b><u>While-reading (Part 2)</u></b></p> <ul style="list-style-type: none"> <li>✧ Assign students to read the film reviews again. Give students a worksheet on facts and opinions and give examples of a</li> </ul>	

No. of Lessons	Learning Points / Objectives	Activities (How?)	Resources/Materials to be used
	<p>opinions</p> <ul style="list-style-type: none"> <li>- infer meaning of unfamiliar words (adjectives)</li> </ul> <p>✧</p>	<p>piece of fact and opinion. Demonstrate the think-aloud</p> <ul style="list-style-type: none"> <li>✧ Ask students to locate the facts and opinions in the film review of <i>Inside out</i>. Allow 3-5 mins for individual attempt and then assign students to check their answers in groups. To save time, teachers may get students to read part of review. E.g. 2 Ss working on Para 1 &amp; 2, another 2 on Para 3 &amp; 4.</li> <li>✧ Guide Ss to pay attention to the structure as well as the language features of a film review as they will have to write one later</li> </ul>	